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ABSTRACT

The guide to career development in the middle school grades covers three domains of career education: self awareness, career awareness, and work attitudes. The guide's aim is to convey to students in the sixth and seventh grades the wide choice of occupations from which they can choose. Under the heading of each domain, several goals and objectives, a wide variety of suggested activities and their outcome, and resources are presented. Representative activities include: games, films, interviews, writing exercises, research and other projects, self evaluation exercises, and various occupation related exercises. For the first domain the grade levels are separated; for the other two they are not. For the self awareness domain, the guide contains approximately 20 pages of material; for career awareness, approximately 27 pages; and for positive attitudes toward work, approximately 15 pages. A 17-page appendix diagrams 14 career clusters according to academic subjects. (JR)

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MIDDLE SCHOOL: SIXTH/SEVENTH GRADES

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CAREER DEVELOPMENT GUIDES

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SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

ED106628

AREA: MIDDLE SCHOOL

PERFORMANCE LEVELS: Grades Six and Seven

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SCHOOL: University City School District

DATE: SUMMER - 1974

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INTRODUCTION

This book on Career Education for the Middle School consists of 3 parts: Self Awareness, Career Awareness, Positive Attitudes Toward Work. In developing self-awareness in the 6th and 7th grades it is necessary for students to have favorable attitudes about the personal and economic significance of work. On the following pages the teacher should be aware that the section on the personal aspects of self-awareness can be used for both gardes. I have also included definitions of some words to help clarify their meanings to students.

In developing career awareness in the 6th and 7th grade, the aim is to convey to students the idea that there is a wide choice of occupations from which they can choose. With this idea as a focus, specific objectives are listed to help students become more knowledgeable about occupational choices. Under each objective, a number of student activities are suggestioned. These suggestions are included to help the teacher. Bear in mind that they are only suggestions to help get the teacher started on his own activities. Objectives 1-5 are intended for 6th grade. Objectives 6-17 F, G, H, I, J, K, L, M, N, O, P, and R are intended for 7th grade.

In developing a positive attitude toward work, individuals must have an understanding of 4 elements which contribute to satisfaction in a career. These are:

1. Self-awareness: Individuals should be aware that understanding their interests, abilities, goals, attitudes, etc., is essential in selecting a satisfying career.
2. Occupational awareness: Individuals should understand the various career possibilities considering their personalities, interests,

abilities, and education.

3. Awareness of why people work: Individuals should understand what needs are fulfilled by work and develop a positive attitude toward all forms of human endeavor.
4. An awareness that work can be meaningful and rewarding for the individual: Individuals should be able to identify some personally meaningful and rewarding areas of work.

At the end of the book you will find an appendix of various items. We hope this book will be valuable and stimulating for you and your students.

SELF-AWARENESS-GRADE 6

I. DOMAIN: Self-Awareness - Grade 6

A. Goal:

For the students to be able to develop an understanding and acceptance of self.

1. Objective:

The student will be able to objectively evaluate himself by examining his interests, abilities, values, and limitations.

Activities:

1. The student will list his likes and dislikes and explain why.
2. The student will define what he thinks values are.
3. The student will draw a self-portrait.
4. "I Am Proud" Game
5. I am Inventory
6. How Do I Feel
7. Do You Believe Game
8. Student will ask his classmates to write positive and negative comments about him.

B. Outcome:

The student will be able to objectively evaluate his values, strengths and limitations through oral and written communication.

C. Resources:

"I Am Proud" Game

I am Inventory

How Do I Feel

Do You Believe Game

Values in Action: by Galing Film Loops, Gordon Flesch Company

California Labor Supply and Demand Summary: (Recommended for Adults but could be useful to predict job openings in the future.)

What Do You Like to Do: Society for Visual Education

Developing Basic Values: Society for Visual Education

B. Goal:

For the student to be able to recognize and understand that individuals differ in interests, abilities, and values.

1. Objective:

The student will be able to objectively evaluate others by examining their interests, abilities, values, and limitations.

Activities:

1. The student will be placed in a group. The student will then listen to what each member has learned about himself pertaining to interests, abilities, values, and limitations.
2. The student will then return to his seat and list the various interests, abilities, values, and limitations that were discussed in the group.
3. Once the student has listed the various comments he will choose a student who was most different from himself.
4. The student will select a student most like himself. The two students would discuss whether or not they had chosen the same occupational cluster. If they have, then they would move on to another student with a similar list. If they have not chosen the same occupational cluster then they would learn about the occupational cluster chosen by that student.

5. Outcome:

The student will be able to recognize the characteristics of others

which are similiar to and different from his own. He will produce an essay in which he objectively state the significance of individual differences.

C. Resources:

People Are Different and Alike, Coronet Films; Spotlight on People, Bureau of Audio Visual Instruction; Values in Action: Eating Film What Do you Expect of Other, GuidanceAssociates; Discovering Differences, Science Research Associations.

C. Goal:

For the student to be able to understand that the environment plays an important role in choosing an occupation.

1. Objective:

The student will be able to recognize that the environment and individual potential interact to influence career decisions.

Activities:

1. The student will interview his parents and other working members of his family on their chosen careers.
2. The student will interview several school staff member.
3. The student will participate in a 4 day camping trip where he will experience opitum conditions for developing working relationships with peer groups and develop an appreciation for nature.
4. The student will make contacts with various service and business organizations.
5. The student will be blindfolded and led to various objects to see if he is able to identify them.
6. The student will look up the meaning of "life cycle". He will

then give an example of "life cycle" in a drawing.

B. Outcome:

1. The student will be able to communicate through graphs, essays, pictures and orally that environment and individual potential interact to influence career decisions.

C. Resources:

Thorndike-Barnhart Junior Dictionary; Community Where You Live, Allyn and Bacon Inc.; What is a Neighborhood?, Coronet Films; About Saving Wild Life For Tomorrow, Mehmont.

D. Goal:

For the students to be able to explore Occupational Clusters.

1. Objective:

The student will be able to objectively evaluate several occupational clusters. He will be able to decide which cluster fits his economic goal. He will become more aware of his interests and abilities and how they influence his choice in the world of work.

Activities:

1. The student will choose several clusters that are interesting.
2. The student will evaluate his personal values.
3. The student will write down various interests and abilities.
4. The student will choose several occupational clusters which fit his interests and abilities.
5. The student will research the occupational clusters he has choosen and list the monetary benefits which these clusters offer.

6. Fieldtrips

B. Outcome:

The student will be able to write an essay on his choosen occupational cluster and list the reasons why this particular cluster meets his economic goals.

C. Resources:

1. Dictionary of Occupational Titles; Desk Top Careers.
2. Kuder E - General Interest Inventory.
3. Manpower and Natural Resources Science Research Associates
4. Our Working World Science Research Assocaites
5. Vocational Planning Inventory Strong Vocational Interest Inventory

SELF-AWARENESS - GRADE 7

I. DOMAIN: Self-Awareness - Grade 7

A. Goal:

For the student to understand the value of money.

1. Objective:

The student will understand the mercantile value of money and the necessity of earning a wage to satisfy living expenses.

Activities:

1. The student will learn to draw up balanced budgets and to operate within economic restrictions. The student will be given salaries of various amounts and instructed to plan a budget based on each salary. Rent, food, clothing, utilities, and miscellaneous expenses must all be considered. The student will then determine how his life-style would be affected as a result of living off of these various salaries.
2. The student will examine items in various price ranges to determine the relationship between the increase in price and the increase in value and/or quantity.

B. Outcome:

The student will be able to plan budgets. He will learn the significance of money in acquiring material goods and services.

B. Goal:

For the student to understand the relationship between work and wages.

1. Objective:

The student will learn that type of job, educational level and requirements, experience, and special qualifications directly

affect expected salaries.

Activities:

1. The student will study resources to determine the expected yearly salary of different occupations.
2. The student will study resources to determine how education and experience affect income.
3. The student will be given tokens which he can redeem for small rewards for performing various tasks. The value of these tokens should vary directly with the degree of difficult of the task performed. Students may use their tokens immediately or save them for a large "purchase."

B. Outcome:

The student will be able with the aid of reference materials to list the expected salaries of various occupations.

C. Goal:

For the student to understand that work enables the individual to have financial independence and that financial independence is essential to security.

1. Objective:

The student will learn that work enables the individual to have financial independence and that financial independence is essential to security.

Activities:

1. The student will learn the meaning of the following terms: bankruptcy, credit, buying power, financing, loan, borrower,

creditor, garnishment, and bills.

2. The student will view and discuss the film Why Work?
3. In a group, students will discuss such topics as: "Why is financial security important"? "What does it feel like to be in debt"? "What does it feel like to want certain things and not be able to afford them"? "What does it feel like to need certain things and not be able to afford them"?

B. Outcome:

Discuss how education and experience affect earning potential. The student will realize that financial security is desirable.

C. Resources:

Occupational Exploration Kit SRA

Career Information Kit SRA

Education and Jobs U.S. Bureau of Labor Statistics

Career Facts U.S. Department of Labor

Classified Advertisements section of newspaper

Catalog (Sears, Montgomery Ward, Spigel, etc.]

ACTIVITY 1:

Game: "I Am Proud"

Directions: Complete the three statements below with true statements about yourself.

1. I am proud.....

2. I am proud.....

3. I am proud.....

ACTIVITY 2:

Directions: This is not a test. You will not be graded. The purpose of this profile is to find out how you feel about certain topics. There are 20 statements printed below. These statements are followed by numbers 1, 2, 3, 4, and 5. Circle number 1 if the statement is very true. If the statement is somewhat true, circle number 2. Circle number 3 if the statement is only average. If the statement is somewhat untrue, circle number 4. If the statement is very untrue, circle number 5 (to be given beginning and end of year).

I Am Inventory

1.	I value a good reputation.	1 2 3 4 5
2.	I believe that it is important to be honest.	1 2 3 4 5
3.	I try to get along with others.	1 2 3 4 5
4.	What others think about me is more important to me than what I think about myself.	1 2 3 4 5
5.	I would like the opportunity to discuss my feelings with others.	1 2 3 4 5
6.	Sometimes I am afraid to speak up in class because I feel that I may say something others will think is foolish.	1 2 3 4 5
7.	I constantly seek attention from others.	1 2 3 4 5
8.	I have no serious problems.	1 2 3 4 5
9.	I believe that it is alright to tease people who are different is some way (e.g. fat, skinny, crippled, poorly dressed, etc.).	1 2 3 4 5
10.	I believe that patience is a good quality to have.	1 2 3 4 5
11.	I believe that people should work for the things they want.	1 2 3 4 5
12.	I believe that I should accept the consequences for my actions.	1 2 3 4 5
13.	I have to push other people around before they get a chance to push me around.	1 2 3 4 5
14.	I prefer daydreaming to participation in real life.	1 2 3 4 5

15.	I have no serious problems.	1 2 3 4 5
16.	I admire people who own a number of expensive material items.	1 2 3 4 5
17.	I believe that books are important.	1 2 3 4 5
18.	I enjoy being alive.	1 2 3 4 5
19.	It is important to respect the rights of others.	1 2 3 4 5
20.	I really believe that I am capable of being successful.	1 2 3 4 5

ACTIVITY 3:

How Do I Feel

Directions: You will read 31 statements indicative of 10 defined values. If a statement is definitely true, circle the 10. If the statement is mostly true, circle the 7. If you are undecided whether a statement is true or false, circle the 5. If a statement is mostly false, circle the 3. If a statement is definitely false, circle the 0.

1.	I have good attitudes about being successful.	10 7 5 3 0
2.	I have good attitudes about learning.	10 7 5 3 0
3.	I see myself as a successful person.	10 7 5 3 0
4.	I believe that developing my interests will help me live a full life.	10 7 5 3 0
5.	I believe that setting goals will help me live a full life.	10 7 5 3 0
6.	I have goals to make my life a success.	10 7 5 3 0
7.	I know how to set goals to get what I want in life.	10 7 5 3 0
8.	I know how learning can help me live the life I want.	10 7 5 3 0
9.	I can increase my power to concentrate.	10 7 5 3 0
10.	I can learn how to remember better.	10 7 5 3 0
11.	I believe that learning how to listen will help me be successful.	10 7 5 3 0
12.	I believe that getting along with other people will help me be successful.	10 7 5 3 0
13.	I know how to get along with other people.	10 7 5 3 0
14.	I believe that planning my time will help me reach my goals.	10 7 5 3 0
15.	I know how to plan my time to reach my goals.	10 7 5 3 0
16.	I am smart enough to learn what I need to learn to be a success in life.	10 7 5 3 0
17.	I know how to make a good judgment.	10 7 5 3 0
18.	I know what it takes to be a good leader.	10 7 5 3 0

19.	I know how to make wise decisions.	10 7 5 3 0
20.	I know how to solve my problems.	10 7 5 3 0
21.	I know how to lead others.	10 7 5 3 0
22.	I know about many different career fields.	10 7 5 3 0
23.	I believe that being able to change will help me in all of life.	10 7 5 3 0
24.	I believe that the way I am will help me become the kind of person I want to be.	10 7 5 3 0
25.	I know what values will help me be successful in life.	10 7 5 3 0
26.	I believe that I will have to change throughout life to be successful.	10 7 5 3 0
27.	I believe that I will have to keep learning the rest of my life.	10 7 5 3 0
28.	I know what kind of education I need to become successful now and in the future.	10 7 5 3 0
29.	I believe that continuing my education will help me be successful.	10 7 5 3 0
30.	I know who I am, what I believe, and what I want from life.	10 7 5 3 0
31.	I like myself.	10 7 5 3 0

ACTIVITY 4:

Do You Believe Game

Directions: Students will circle "Y (Yes), "N" (No), or "M" (Maybe) for each question. After each student has answered all questions, there will be a group discussion in which the students will tell which questions evoked the strongest response from them and why.

Finally, the students will draw up their own list of 10 "I believe that I will..... sentences." In these sentences they will express personal ambitions and expectations they have for the future, or values or behaviors they presently possess.

Questions

Do you believe that .....

1.	you are likely to have a large family?	Y N M
2.	you will wear long hair or an Afro all your life?	Y N M
3.	you will be a world traveler?	Y N M
4.	you will run for public office?	Y N M
5.	you are an honest person?	Y N M
6.	you are likely to be a writer of short stories and novels?	Y N M
7.	you will become a doctor?	Y N M
8.	you will someday be famous?	Y N M
9.	you will own your own home?	Y N M
10.	you will be very strict with your own children?	Y N M
11.	you are a likable person?	Y N M
12.	you have true friends?	Y N M
13.	you have leadership potential?	Y N M
14.	you will feel that the younger generation is too wild when you are old?	Y N M
15.	you will someday get into trouble with the law?	Y N M
16.	you are underrated by your parents and teachers?	Y N M

17.	you are expected to produce too much by parents and and teachers?	Y	N	M
18.	you are the type of person who speaks up for what he believes in even when others disagree?	Y	N	M
19.	you are overly critical of others?	Y	N	M
20.	you will become a lawyer?	Y	N	M
21.	you will become an auto mechanic?	Y	N	M
22.	you will develop your capabilities?	Y	N	M
23.	you will find something constructive to do in your spare time?	Y	N	M
24.	you will grow old graciously?	Y	N	M
25.	you will have a happy marriage?	Y	N	M

ACTIVITY 5:

I Admire Game

Each student will select a famous person living or dead whom he admires and list the qualities possessed by that individual which are admirable. Then, each student will orally communicate his choice to the other group members and explain why he admires the person he chose.

ACTIVITY 6:

Life Boat Game

Directions: The group leader will pass out mimeographed copies of the following situation. The leader will then read the situation aloud while the students read it silently to themselves.

SITUATION

You are the Captain of a sinking ship. During the storm which damaged your ship, several life boats broke free and were lost at sea. Consequently, there are not enough life boats to accommondate all on board. You are faced with a very difficult decision. While supervising the life boat boarding process you realize that, even with crowding the passengers together, there is still not enough room for 4 passengers. You and several senior officers have already decided to stay with the ship wearing life jackets in hopes that the rescue ships will reach you in time. As the last boat is being boarded, 8 male passengers remain on deck. As the captain, you must direct 4 of these men to a life boat and instruct the remaining 4 to remain on board with you and remaining officers. On what basis would you decide who is to go and who is to remain behind? You realize that the odds for survival are in favor of those in the life boats. As the captain, which four of these eight men would you tell to board the life boat and why? Would you prefer to leave this decision to a chance drawing? If so, why? Which 4 of these men would you prefer as friends? How do you think it feels to be in a situation in which you must decide the course of another's life?

The Eight:

1. Vincent is 67. He worked hard all his life as an unskilled laborer. He saved his money faithfully for 10 years so he could take this cruise when he retired.

2. John is 31. He is a doctor and works in a large inner-city hospital. He felt that the pressures of his job were becoming unbearable and that he needed a few weeks away from his work and his patients.

3. David is a 24 year old writer. He is very quiet and keeps mainly to himself. He is single. Critics consider him to be a good writer with the potential for greatness. He took this trip to relax and possibly to seek inspiration, for a new book.

4. Stan is 30 and works as a carpenter. He is married and has a small son. People consider him to be "the life of the party" type. He won this vacation in a sweepstakes drawing.

5. Edward is 43. He is a very kind and gentle person. He contributes much time and money to aid humanitarian causes. He was recently informed by his doctor that he is suffering from a terminal illness and decided, after much urging from his friends, to take this vacation.

6. William is a 39 year old ex-convict. When he was 17, he shot a man to death in a hold-up attempt, and was sentenced to 20 years in prison. William feels that he has been rehabilitated and wants to work in some way with youth from deprived families. He took this voyage to "clear his head" and decide on his future.

7. Phillip is a 48 year old scientist. He is considered to be very hard working and competent by his colleaques. He took the trip along with his wife as a second honeymoon.

8. Byron is 29 and wealthy. He is considered to be a "playboy." He enjoys skiing and auto racing. He is on this cruise so that he can have fun and spend time with a new girlfriend.

CAREER AWARENESS

II. DOMAIN: Career Awareness

A. Goal:

The student is to become aware that there are multiple occupational possibilities from which he can choose.

1. Objective:

Each student should have the opportunity to find out how much he knows about various occupations.

A. Activities:

1. Present each student with a copy of Picture Inventory of Occupational Knowledge.
2. Explain (see cover sheet) how the student is to fill out the inventory.
3. Students gather in groups to compare responses. If students are in doubt, consult teacher.
4. Each student will select, from the 33 occupational pictured, those occupations which he finds most appealing. The student will rank order these.

B. Outcome:

Student will be able to list the educational requirements, the level of activity, the probable income and life style of at least 3 occupations.

C. Resources:

A copy of the Picture Inventory of Occupational Knowledge. A copy can be obtained from Jim Young at Alternative School.

2. Objective:

Each student should have information about a wide variety of occupations so that he can begin to think about making a personal choice among the various possibilities.

A. Activities:

1. Working in groups, students should use the want-ad sections of the daily newspapers, and the yellow pages of the phone company to compile a list of occupations.
2. Students will add to this list by including occupations of people they know personally (family, friends), or through reading (books, magazines, newspapers) or hear about (radio, tapes, records) or see on T.V. (newsreels, family serials, etc.).
3. Students will be shown movies from among the following. (This isn't meant to be a complete list.) All these films are available from county audio-visual.

Electronic Tehnician 264-000

Is a Career in Health Service for You? 473-500

Planning Your Career 690-400

Opportunities in Welding 645-400

Career in Forestry 118-400

Tool and Die or Mold Maker 885-200

So you Want to Be a Home Appliance Service Technician 821-600

Secretary: A Normal Day 782-600

Career in Journalism 118-600

Jobs in the Automobile Trade 482-800

Jobs in the Sheet Metal Trade 483-000

4. Students brainstorm the things they would like to know about various occupations. For example:

Pay	Responsibilities
Hours	Nature of work performed
Vacation	Education required. etc.

5. Students, working independently or in groups, will find out more about some specific occupation. They will use the areas brainstormed in Activity 4. Source: newspapers, books, encyclopedias, film-strips, movies, interviews with people who are engaged in that occupation, desk-top occupation kit (available in the guidance office), etc. Another source: for them to contact St. Louis-based firms. They frequently have printed material which they are willing to supply. The information is presented orally to the class. Students may prepare bulletin boards of pictures, pamphlets, etc., related to the occupation they have studied.

6. Students and/or teachers will invite parents or others interested adults to class to talk with the students about their occupations. Prior to such meetings, the students will detail the work you do. Do you like your work? If not, what could make it better? Did you plan to do this kind of work, or did you sort of just drift into it? Is it work that you would recommend to others? etc. People who have retired might also be invtied and similar questions prepared for them.

7. Teacher creates a "hidden word career puzzle" which is mimeographed and handed out to each student.

8. Students lie down on a large double sheet of wrapping paper. A friend draws an outline of the student. The position on the paper should be related to an occupational choice, e.g.,a carpenter might be shown holding a saw, a nurse holding a thermometer etc. The 2 sheets are stapled together and stuffed with crumbled paper. They can be put up along the room.

9. Teacher should write on a large piece of oaktag job nicknames and see if students can figure out job to which it refers.

Sky Pilot (preacher)
Sawbones (doctor)
Roustabout (circus laborer)
Sandhog (Underground Laborer)
Hard Hats (Construction Worker)
Smoke Eater (Fireman)
Grease Monkey (Mechanic)
Cabbie (Taxi Driver)
Monkey-on-a-Stick (lineman)
Gang Dancer (Railroad Track Worker)
Jet Jockey (Jet Plane Pilot)
Fly Boy (Aircraft Pilot)
Florence Nightingale (Nurse)
Pill Roller (Pharmacist)
Hash Slinger (Waitress)
Hogger (Railroad Engineer)

This should be attached to wall. Students can add to it as they come across nicknames.

10. Career Game, Parker Bros. can be obtained from Target for $2.00.

B. Outcome:

Each student will be able to list at least three occupations and to able to describe in detail such information about that occupation as job description, education required, pay, etc.

C. Resources:

Newspapers, books, texts, encyclopedias in room or library; movies ordered from county audio-visual department, yellow pages of the phone book, filmstrips, desk-top occupation kits in guidance office, and people in the community. Large sheets of brown wrapping paper, felt tip markers, old newspapers to crumple, and a large piece of oaktag.

3. Objective:

Students will be aware that various occupations will use the skills, knowledge and experience they have already acquired, and will continual to acquire in school.

A. Activities:

1. Students will list the types of knowledge, skills and experience they have already mastered, e.g., listening, literary, computational, decision-making, etc. skills.

2. Students will suggest the kinds of knowledge, skills and experience they expect to gain, and/or want to gain, as

they continue in school, e.g., typing, computer, foreign language skills, more in-depth knowledge in certain fields, etc.

3. After listing subjects students are now studying, teacher asks class to suggest occupations that could be based on skills, knowledge and experience gained from these subjects. Students group, and each group works with one of the subjects. These occupations are shared with the class. The North Dakota list of occupational clusters are then distributed to students. Do these suggest more possible occupations to the students? List.
4. Ask students to decide which of the subject areas listed in Activity 3 they enjoy most and/or in which they are most successful. Students can choose more than one. Which of the occupations associated with the subjects would interest them the most? What further skills, knowledge and experience would the students want to acquire that would be useful in the chosen occupations?
5. Ask students to list all the subjects they are interested in. Can they see ways that two can be combined to suggest occupations?

   Art, social studies } -political cartoonist

   English, foreign language } -lead tours to foreign countries

   Industrial arts, physical education } -design new playground equipment
6. Invite speakers to class who would be willing to share with the students their own experiences regarding work and school. For example, an adult who had dropped out if high school in his youth might talk with the students

about the effect of his educational level upon his work opportunities and experience. A high school graduate could do the same. So could graduates of technical and vocational schools, undergraduate schools, professional schools, etc. The students could then assess for themselves the place of education on possible career choices.

7. Using the list (from Activity 3) of occupations based on English skills, each student chooses the occupations most pleasing to him, and an "assignment" is given to him in accordance with this choice:

   e.g. Sports writer: Interview a student from the high school who's on one of the teams (soccer, baseball, football, tennis, swimming, etc.)

   Photographer: Ask student to prepare a 10 minute tape of weather, commercials, music, interview.

   Movie Critic: Review a movie

   Poet: Write a poem, etc.

B. Resources:

North Dakota list of occupational clusters is located at end of this book.

C. Outcome:

Students will be able to list occupations associated with specific school courses.

4. Objective:

Students will be aware of the ways of acquiring additional knowledge, skills, and experience necessary for various occupations.

A. Activities:

1. As a group, students will suggest and list methods of acquiring knowledge and skills, e.g.

self-teaching	high school
imitation	vocational school
trade school	jr. college
regular college	graduate school
professional school	informal on-the-job training

formal on-the-job training, etc.

2. For the tentative occupational choices already made under Objectives A, B, and C, students should find out the necessary educational requirements. Consult the desk-top career kit in the guidance office, or any other materials in the guidance office or your own room on career information. Friends, relatives, and teachers might also be helpful in getting this information.

3. Movies: Available from County Audio-Visual

   Empty Lot 292-400
   Build a Better Life 104-300
   Building Trades: The House Builder 105-500

4. Arrange to have speakers from vocational schools, Jr. College system, or any other institution students are particularly interested in.

B. Outcome:

Students will be able to list methods of acquiring additional education for various occupations.

C. Resources:

Desk-Top Career Kit-Guidance Office; Movies - see details under Activity 3.

5. Objective:

For the students to be aware:

1. That the work people do is influenced by geographical location, weather, climate, etc., and

2. That in order to enter and continue in a specific occupation it may be necessary for them to move to another section of the country.

A. Activities:

1. Present occupation work cards to the class, and ask

   a. From what we've learned about the U.S., where do you think a person working as a _____ might live?

   b. Could a _____ work any place else in the U.S.? If so, where? In not, why not?

   c. Student is asked to pin card in appropriate place on a large outline map of the U.S.

2. Review the various regions of the U.S. and their principal industries. Although some occupations are limited to specific areas, others can be found anywhere.

Occupations Found in Most Regions	Occupations Found in Specific Regions
e.g. police work	fisherman
secretary	coal miner
doctor	fashion designer

3. Children will build a town out of milk cartons, toy cars, etc. Students decide on the "layout" of the town. They decide on the jobs avalable along Main Street. They group to choose the areas of Main Street for which they will be responsible. Each group will decide on the business in their

particular part of Main Street. A representative from each group will be selected; the representative will make sure that there is no overlapping among groups. The members of each group research the occupations associated with each of the businesses and reports to class. The research should include training, education, the contributions such occupations make in our daily lives, etc.

4. Students divide into groups to investigate occupations to be found in a specific region of the U.S. Such information can be obtained through texts and encyclopedias. Students might write to specific state capitols and chambers of commerce in the section they are studying. Committes will give an oral summary to the class. Students may arrange a bulletin board, or arrange a chart of their findings, etc.
5. Show movies of occupations associated with specific sections of the country.

   e.g. Central arming egion 127-000
   Maine's Harvester the Sea 552-600
   The Forest 345-800
   etc. (there are many more films available)
6. Ask students how often their families or friends have moved. Were the moves due to job changes in the family? Tabulate class results, and present graphically.
7. Ask students how they would feel about moving away from St. Louis in order to work in an occupation that cannot be found here (e.g. lumberjack, furniture designer, gold

prospector, marine biologist, script writer of movies, etc.)
What would be the disadvantages of leaving St. Louis?
What would be the advantages in leaving St. Louis in addition to being able to work at the occupation of your choice?

8. Each student will rank order the section of the country, from the most prefered to the least preferred region. Each student will list three occupations he might enjoy in the first and second ranked sections. Ask student to consider if they would leave St. Louis to live in_____ (first or second choice) even if they could not work at the occupation they would most prefer. What is more important: the specific occupation or the specific section of the U.S.?

B. Outcome:

Students will be able to list at least two sections of the country and list three occupations specifically associated with these regions.

C. Materials:

1. The movies are available from the County A-V dept.
2. Texts and encyclopedias in the classroom.
3. Large blank outline map of the U.S.
4. Cards with occupations printed on them.

E.G. Set and collect lobster traps
write TV commercials
test automobile safety
truck farmer
raise sheep

work in a factory that cans tomatoes
airplane designer
welder in a shipyard
apricot packer
feed furnace in steel factory
train thoroughbreds
carder in textile factory
grow wheat

5. Paints and brushes, colored paper, empty milk cartons.

6. Objective:

For the students to be aware that changes in technology will eminate some occupations, and create others.

A. Activities:

1. a. Tell the class the story of Bill Smith, who's been an elevator operator for 20 years. He keeps his elevator spotless. He makes sure that he stops at each floor smoothly, rather than jerking the elevator to a sudden halt. He is polite, cheerful, and helpful to the passengers. He takes great pride in his work. One day there is no job for him. Why?

b. Remind the class how concerned we all are about the energy crises. Tell them that a scientist discovers a way to capture the energy of lighting. To do this he had to build a very complicated machine, with thousands of parts, which needed to be very carefully assembled. What would be the effect of building many such machines? What would be the effect of the additional energy created by these machines?

c. Many of us are aware that in the last 10 years the U.S. has been committed to a exploration of space. Men have landed on the moon satellites are circling the earth which

relay TV programs to us. Space ships have approached Mars and Venus and have taken photographs of these planets which were beamed back to earth. What are some of the by-products of this space program (e.g., Teflon, etc.) What is the effect of the space program on U.S. Industry?

2. Show movie Industries of the Future 456-800. Discuss the effect of the new technology and inventions on occupations.
3. Students make reports, individually or in groups, on scientists, engineers, inventors, or their creations which have changed our lives and the world of work e.g. Pasteur, Flemming, Alexander Bell, Albert Einstein, computers, laser beams, etc. Report orally to class.
4. Students will interview at least one person who has been employed in the same occupation for at least 10 years. How has his work changed during that time? Before the interview the students will draw up a questionnaire, including, e.g.:

   date
   name of occupation
   number of years person in that occupation
   duties
   working conditions
   how has work changed during that time?
   Is it easer or harder?
   Do you like it as well as you used to? etc.

5. Do you know anyone who has lost his job because of a technological change? If so, interview him, after drawing

up a questionnaire. Be sure to find out what his work used to be and what caused his job to disappear?

6. Present to class Toffler's (Future Shock) idea dividing the last 5,000 years into 800 lifetimes indicating increased rate of change occurring in the last hundred years.
7. Discuss the new knowledge, products, services, ideas, techniques, etc. that have developed in the last 11-13 years (lifetime of most of our students), e.g., heart transplants, spaced technology, laser beam, etc.
8. Ask students to speculate about the kinds and types of changes that might occur in our world from now until the end of this century. (Students will be about 40 years old). What effect might such changes have on them, and on the world of work?
9. Students will rank-order the new occupations that might arise in the next 25 years, from most to least appealing to them.

B. Outcome:

Students will be able to list at least three inventions and/or developments in the last 11-13 years, and the changes in occupations that resulted from these.

C. Resources:

Movies available from County A-V Dept.

7. Objective:

Each student will have information about occupations now being opened to both men and women, which have been traditionally limited to one sex only.

A. Activities:

1. Students will brainstorm and list the occupations which in the past have been thought of as typically male or female.
2. In a group, students will list occupations which are currently open to both females and males. Such information can be obtained from the want-ad section of the newspaper, from experiences of friends and relatives, from reading, and from watching T.V. These lists should be shared with the rest of the class, in order to create a master list.
3. In their groups, students will discuss occupations which are currently closed to them because of their sex, and which they would like to have opened to them. Students will share lists with the rest of the class, in order to create a master list.
4. Each student will rank the master list (from Activities 2 and 3) according to the occupations they find most appealing.

B. Outcome:

Students will be able to list and express preferences for occupations, which in the past have been closed to them because of their sex.

C. Resources:

Newspapers, especially want-ad sections. Also consult the encyclopedia of careers in the counselor's office.

8. Objective:

Each student will become aware of how an understanding of occupational clusters offers many occupational choices.

A. Activities:

1. Students will receive a copy of the list of 15 occupational clusters, published by the U.S. Office of Education.
2. Students group and create lists of possible occupations associated with two of the 15 in the order that each category will be covered. The lists will be shared with the class.
3. Choosing two categories, ask students to suggest occupations within one section within the cluster. (E.G. Under Transportation, the sector "Automotive" might be considered. Such occupations and selling, engineering bookkeeping, repairing, etc. would be possibilities. Another cluster, Hospitality and Recreations, has as one sector "Entertainment". This might suggest such occupations as publicity, costuming, sewing, photography, composing music, etc. Transportation and Hospitality and Recreations would probably capture the interests of most of the students.)
4. Students divide into two teams. A student from one team picks a card from a stack, placed upside down, on a table. Each slip contains the name of an occupation. The student silently acts out some aspect of the occupation which will enable his team to guess the occupation he has picked.

Then the other team has a chance to do the same.

B. Outcome:

Students will be able to list possible occupations within one sector of 2 different clusters.

C. Resources:

Copies of the U.S. Office of Education 15 occupations Clusters. This is reproduced at end of book.

9. Objective:

Each student will be aware that it is possible to shift from one occupation within a cluster to another.

A. Activities:

1. Students will refer to list of occupational clusters.
2. Students, drawing on knowledge gained from family, friends, reading, etc., will list changes from one occupation to another within occupational clusters.

e.g. Within Transportation
engineer to sales
sales to management
engineer to research development
secretary to advertising. etc. etc.

B. Outcome:

Students will be able to list three shifts,from one occupation to another, within one cluster.

C. Resources:

Copies of the U.S. Office of Education 15 occupational clusters.

10. Objective:

Students will be aware that large, St. Louis-based enterprises offer many occupational opportunities.

1. Students list the large employers in the St. Louis area (e.g. McDonnell, Ralston-Purina, Monsanto, St. Louis Bd. of Education, etc.).
2. Students suggest occupations related to each of the above employers. Aside from the immediately obvious occupations that come to mind be sure to include such occupations as lawyers, publicity director, accountant, personnel director, etc.
3. Contact publicity person for each of these and/or other organizations. Arrange to have someone come to the class and speak to the students on the occupational possibilities within that organization.
4. Arrange a field visit to one of the above.

B. Outcome:

Students should be able to list at least 5 occupations associated with one large enterprise in the St. Louis area.

C. Resources:

Monsanto-person to contact is Shirley Dingler, Central Personnel. McDonnell-person to contact is Patricia Estes, 232-5821. Ralston Purina person to contact? St. Louis County Gov't Center person contact Janet Keety, 889-2008.

11. Objective:

Student will be aware of the close connection of the occupation

they select for themselves, and their probable socio-economic status.

A. Activities:

1. Review with the students the concept of socio-economic status.
2. List the various socio-economic levels.
3. Students will rank-order these socio-economic levels, in order of personal preference.
4. Students will list at least 5 occupations at each of the socio-economic levels.

B. Outcome:

Students will be able to name at least 3 occupations associated with at least 3 of the socio-economic levels.

12. Objective:

Each student will become aware that there are dimensions to a working day other then pay, hours, etc.

A. Activities:

1. Ask students to suggest the kinds of information they would like to know about an occupation, including, for example:
   a. Location: where do I work? How do I get there?
   b. Shift: can I work the hours I prefer?
   c. What work will I actually do?
   d. What concerns will I have as I work? What concerns will I have about my work?

e. What will occupy my mind as I work?

f. What might worry me as I work?

g. What do I have to decide as I work?

h. What job connection problems will I have?

i. What are the pleasures connected to the job?

j. What are the dissatisfactions connected with the job?

k. What do I like about my job?

2. Each student will interview at least one person. He will prepare a questionnaire that would attempt to elicit the above responses. Those interviewed could be family, friends of the family, teachers, minister, etc.
3. Students will share the information they obtain with the rest of the class.
4. Parents, senior citizens, etc., will be invited into the class to describe the world of work, and answer student questions.
5. Student will rank the occupations whose day-to-day patterns they have learned about, from the most to the least personally appealing.

B. Outcome:

Students will create a questionnaire, to be asked of people in various occupations which will provide information about typical work experiences, and then rank the occupations according to the information about typical work experiences, and then rank the occupations according to the information obtained.

13 Objective:

Students will be aware that one's occupation influences one's leisure time activities.

A. Activity:

1. Students create a class list of how they enjoy spending their leisure time.
2. Students will rank-order these activities, according to those they now enjoy, or think that in the future they will enjoy.
3. Students will then indicate how much time, on a daily, weekly, monthly, or yearly basis, they would care to spend on leisure time activities that most appeal to them.
4. Students will list the occupations that currently are of interest to them. Next to each occupation, the students will note the amount of time associated with each of these occupations, taking into account such factors as:
    a. Jobs that require that time be spent keeping up with recent developments in one's occupation: doctors, scientists, teachers, engineeers, etc.
    b. Jobs that usually require evening or weekend meetings.
    c. Jobs that usually require public contact and responsibilities: executives of leading businessess, politicians, policemen, etc.
    d. Jobs that usually require long working hours: long-distance truck drivers, doctors.

e. Jobs that require large amounts of time spent away from the city or town one lives in: salesmen, consultants.

f. Jobs that require work be done at home in the evenings: lawyers, teachers.

B. Outcome:

Students will be able to name at least 3 occupations, and indicate the time for leisure time activities associated with each one.

14. Objective:

Each student will become aware that his occupation creates an opportunity to make new friends.

A. Activities:

1. Students will make a list of the people with whom they like to spend time.
2. Students will check the names of those people on their lists whom they have met through going to school. (In this situation, school is conceived as the student's current occupation, as well as part of their career preparation.)
3. Students will compute the percentage of school friends to their total number of friends.
4. Students will list friends of the family, making sure to include those people who are specifically friends of their parents.
5. Students will check those friends whom their parents met at

work and will compute the proportion of friends made at work to the total number of friends.

6. These results will be shared with each other.

B. Outcome:

Students will be able to list their friends, and their parents' friends, and compute the percentage made through school and work.

15. Objective:

Each student will become aware that one's work offers the opportunity to feel good about himself, because one's occupation can provide the opportunity to:

a. use and develop one's skills
b. be creative
c. contribute to the total community
d. feel personly satisfied and proud

A. Activities:

1. Each of the items (a through d) listed above, to be discussed by the students, and examples given of each one.
2. Students will be asked to suggest other good feelings that can be derived from one's work. These should be added to the list (a through d).
3. Students rank-order the above items from the most to least important item that might make him feel good about himself.
4. Students will rank order the occupations that are currently

of interest to them, in order of those which might provide the greatest satisfaction.

B. Outcome:

Students will be able to name at least 3 ways (besides income) that one's occupation can help one feel good about themselves.

16. Objective:

Each student will become aware of the interrelationship between one's occupation, and leading a "good life".

A. Activities:

1. Students brainstorm qualities and characteristics of a "good life".
2. Each student writes his own definition and formula for a "good life".
3. Each student will rank-order the occupations he is currently interested in as they seem to fulfill his concept of the "good life".

B. Outcome:

Students will have defined a "good life" and chosen various occupations consistent with their definitions.

17. Objective:

Each student will become more knowledgeable about a specific occupation that he is currently interested in.

A. Activities:

1. Student makes a tentative choice of an occupation.
2. According to an outline drawn up by class and teacher, students will look up data on their choice. Their report should start

with an autobiographical sketch, so as to account for the student's interest in the occupation of his choice; the advantages and disadvantages of the particular occupation; the hours, salaries, educational requirements, the satisfactions expected, etc. The research will end with an interview of someone now employed in that occupation.

B. Outcome:

Student will make a tentative occupational choice, and find out as much as he can about it.

18. Objective:

Each student will demonstrate his understanding of the wide variety of occupational choices.

A. Activities:

1. The teacher announces to the students that Foundation XYZ has just announced a contest, with an award of $10,000 for the best design of a smoothly-run modern city. The community has a population of about 45,000, (roughly the size of University City). Each group of students working independently of each other will plan the city. Students are to consider its physical characterisics, its housing, industry, educational and health facilities, etc. The students are to decide what types of occupations must exist, and how many people of each type are necessary.
2. Each group, in turn, will present its plans to the class.

Discrepancies can be resolved through class discussion.

B. Outcome:

Each student will be able to list the various occupations necessary to the smooth running of a small city.

POSITIVE ATTITUDES TOWARD WORK

III. DOMAIN: Positive Attitudes Toward the World of Work

A. Goal: The individual will inderstand the need for self-knowledge and self-awareness in choosing a satisfying career.

1. Objective:

The student will become involved in the self-awareness process and activities as described in the instructional unit on self-awareness, Part 1 of this handbook.

A. Outcome:

The student will demonstrate verbally and non-verbally a significantly higher level of self-awareness after the participate in the unit than the demonstrated before participation in the unit.

B. Resources:

1. Career Education Curriculum Middle School Component Unit I, Self-Awareness, June, 1974, Faith Foster.
2. Career Development Project, Group Counseling Course (the Guidance and Counseling Component]Summer, 1972, Judy Reed and Charlotte Hanselman.

B. Goal: The student will understand the need for occupational awareness in choosing a satisfying career.

. Objective:

The individuals will become involved in the occupational awareness activities as described in the instructional unit on occupational awareness, Part II of this handbook.

A. Outcome:

The individuals will demonstrate verbally and nonverbally a significantly higher level of occupational awareness after they have participated in the unit than they demonstrated before participation in the unit.

B. Resources:

1. Career Education Curriculum, Middle School Component, Unit II, Occupational-Awareness, June, 1974, Rachel Melechen.
2. Career Development project, various units prepared for for Junior High level dealing with occupational alternatives in various subject areas (English, social studies, physical education, science, math), Summer, 1972.

C. Goal: Individuals will understand what is meant by the term " ork" and begin to see some positive aspects of "work."

1.Objective:

The individual will define the word "work" by examining the differences between work and play, and they will begin to see that work can be fun.

A. Activities:

1.) Write on the board or have students make a list of those activities they consider to be "work" activities or jobs.

2.) Write on the board or have students list those activities they consider to be "play" activities.

3.) In class discussion students should make some general statements about each area. For example:

Work	Play
Not fun Doing something cause you have to. Get reward thanks, salary allowance. Have responsibility. Your making something. Doing something to reach a goal.	Fun Get to do what you want. Don't have to "produce". Get to be with friends.

4.) The discussion leader should notice that most of the play activities are considered "fun" and that most of the work activities are considered "not fun" or things they "have to do."

5.) The discussion leader should then lead a discussion in how work can be fun, i.e., if we are doing a job we are interested

in it is fun. For example: For a full week, my job in the classroom is to feed the animals in the science corner. I really like animals, therefore, the job is fun. The same attack can be taken using Abilities, Educational Level etc.

B. Outcome:

Student will be able to list 5 activities which can be considered work, but which they enjoy.

D. Goal:

For student to understand what happens when people work (expend effort toward a goal), by boking at 4 elements common to all work. (Time, Physical Effort, Mental Effort, Training)

1. Objective:

Students will understand that when people work they spend time doing it.

A. Activities:

1. Ask students to think of what they do in terms of work (e.g., doing homework, producing required assignments in class, taking out the trash, washing dishes, walking the dog, erasing the board, washing the car.) Through discussion of their work activities should be brought out that in every area of work we must spend time.
2. Select 4 occupations with which the students are familiar

(perhaps the area of work in which their parents are involved). Some good occupations to look at would be doctor, secretary, teacher, newspaper reporter, President of the United States. Examine the amount of time spent in each endeavor. Bring out the concept that different careers require different amounts of time (as do the more simple work tasks).

3. Discuss with the students whether the amount of time spent on a task or in a career can make a difference in one's attitude toward the job. Discuss why? This aspect of one's job does or does not make a difference.
4. By this time students are beginning to view their activities in terms of work activities. Have the students make three brief lists of work activities they engage in. One which lists work activities which take a limited amount of time (under 15 minutes). One that lists work activities that lists work activities that take 15 minutes to 1 hour. And one that takes varied amounts of time (2 hours, one day, two days, a week, a year, etc.).

B. Outcome:

Students will show through verbal discussion that they understand that all forms of work require a certain amount of time.

2. Objective:

Students will understand that when one works one uses physical effort.

A. Activities:

1. The discussion leader should put on the board 4 categories of physical effort: 1. sitting; 2. sitting and walking; 3. standing and walking; 4. walking and lifting or holding things. Student should then put their work activities under these different headings.
2. Student should list various occupations under the different categories.

B. Outcome:

Students will demonstrate through their ability to categorize types of work that they understand that all work requires physical effort and that different types of work require different amounts of physical effort.

3. Objective:

Student will understand that when they work they use mental effort.

A. Activities:

1. Give the students the follwing printed activity

work activity	Follow directions	Make choices	Solve problems	Improvise
wash car				
do homework				
walk dog				
cook dinner				
type a paper				
sell clothes				
be mechanic				

The students will write in how each work activity takes each of the different mental activities; that in each work activity one must use their mental abilities to follow directions, make choices and decisions, and solve problems, and improvise.

B. Outcome:

Students will be able to demonstrate that they understand that in every work activity they must use mental effort.

4. Objective:

For students to understand that when people work they must have previous training.

A. Activities:

1. Ask the students to list work for which one needs no training. The teacher and students should arrive at the conclusion that all work takes some previous training.
2. Have the students name the different types of training one can have (out of school, grade school, high school, technical school, college, apprenticeship, on the job experience, etc.). Then ask the students to list some of the types of work they would like in the future (i.e. next summer, as a high school student, as an adult) and write down what training they feel is necessary. They can determine the amount and type of training necessary for various occupations by looking at the Encyclopedia of Careers and Vocational Guidance, available in the Brittany Guidance Office.
3. Have students interview parents, members of the community and find out what kind of training was necessary for each person's career.

B. Outcome:

Students will show through discussion that all work requires training.

L. Goal:

Students will understand that when people work they receive certain rewards.

1. Objective:

Students will name the rewards one gets from work.

A. Activities:

1. Brainstorm with the class and list on the board the rewards that students see in work. They will probably include:
   1. Money (allowance).
   2. Praise from other (parents, peers, teachers, "boss").
   3. Good fellings about one's self knowing your doing something you're interested in.
   4. Chance for advancement (move to the next grade, get on a higher pay scale).
   5. Learning more (from experience, from those you work with, etc.).
   6. Free time (leisure time, chance for recreation, chance to do what ever one wants.)

2. Ask the students to name some work activities and, for each, see what rewards they receive. Bring out that all work activities do not give every one of rewards. Some may only reward with praise, etc.

3. Do a bulletin board display entitled, "I Like to Work When ...." and put up pictures or words or phrases which describe the students' feelings.

B. Outcome:

Through discussion, the students will show that they understand that they understand that there are rewards in working, and what some of those rewards are.

2. Objective:

Students will understand that money is a reward for work, and the significance of money for themselves and the family.

A. Activities:

1. Brainstorm with the class to determine why money is important to them (i.e. when they have money what do they use it for?). Students should come out with mainly "extras" like money to go to the show, buy some special clothing, etc.
2. Brainstorm with the class to determine why money is important to a family, and write these things on the board. The students will probably come out with most of the following:
   1. Food
   2. Clothing
   3. Housing (house, apartment) and furnishings
   4. Utilities (heat, electricity, phone, etc.)
   5. Transportation (car, bus, walking)
   6. Medical expenses
   7. Insurance (home, car, life)
   8. Taxes (local, state, federal)

9. Leisure time activities, recreation (vacation, going out to dinner, sports activities, hobbies etc.)
10. Savings

3. Divide the class into 4 or 5 groups. Explain that you are going to assign each group a certain yearly income and that they are to use this income to create a budget for a family of 4.

   Group 1--$5,000

   Group 2--$10,000

   Group 3--$15,000

   Group 4--$20,000

   Group 5--$30,000

   Teachers can make this activity as complex as they wish, and may wish to spend quite a number of days on it while the students gather their information in areas that may be confusing to the student (tax area for example). Students should be encouraged to use the newspaper, telephone and personal interviews in collecting their information.

4. When the students have their budgets finished, they should make a presentation to the class. This can be done in many different ways. Perhaps the students could make a picture presentation to the class. This can be done in many different ways. Perhaps the students could make a picture presentation to class, by cutting pictures out of magazines that represent the types of clothing, housing,

food, etc. that their budget will allow. Student should come up with their own ideas, but they should show their figures and an explanation of the problems and benefits of their particular income.

B. Outcome:

Students will demonstrate through their work and presentations that they understand that money is a reward of work and that money has significance for them and for the family.

C. Resources:

1. Newspaper
2. Telephone Book
3. Personal Interviews within the Community

3. Objective:

Students will understand that praise is a reward for work.

A. Activities:

1. In front of the class the teacher should hand back a paper to a student and praise the student. Then she should hand back a paper (which is equally as good) to another student and give the student much negative criticism.
2. Explain to the class that you have praised someone's work and criticized someone's work on purpose. And ask the two students to explain how they felt about their work before and after the teacher's comments. Discuss the element of praise as a reward for work.

3. Ask the student to list three work-type activities that they were praised for. Ask them to list three work-type activities that they were not praised for. Did it make a difference to them? Why or why not?
4. Go around the room and ask each student to say something good about another student (perhaps the one is front of them). They may be embarrassed but they will feel good about being praised.

B. Outcome:

Through discussion the students will realize that praise is a reward for work and the significane that praise has for work.

4. Objective:

The student will understand that feeling good about himself is a reward of work.

A. Activities:

1. Ask two students of varied interests and abilities, to select one of the following tasks:

1. Do five math problems
2. Run around the playground 2 times
3. Feed the animals in the classroom for a day.
4. Read a short story.

When they have made their choices ask them why they chose the task they did.

They will have chosen the tasks they most like to do, what they are interested in and most able to do. Suggest to the class that they enjoy doing things they are interested in and capable of doing.

2. By this time, students should be aware of their interests and their abilities and have some knowledge for which careers these are appropriate. They should understand that a person who is not able to do a task he has assumed or been given, will not feel very good about himself in a reading activity. However that same person may be very good in math, and, therefore, when he has math to do, he is able to do it and feels good about himself.
3. Ask students to write down 3 things that they feel good about themselves. If they wish, have them share these with the class.
4. Ask the students to pick 3 occupations which they feel would make them feel good about themselves.

B. Outcome:

The students will be able to show that they know what makes them feel good and what occupations are appropriate.

5. Objective:

Students will understand that an opportunity for advancement is a reward for work.

A. Activities:

1. Ask the students what would happen if they did no work during the school year. They should come up with the idea that there is a chance that they will not go on to the next grade. Bring out in a discussion that people work so they can advance in some way.

2. Discuss with the class why it is important to "advance". If you know you're going to be doing the same thing for the same reward day after day, how does this make you feel?
3. Have students list different behaviors or attitudes that contribute to one's advancement. (Quality of work, Promptness and attendance, Ability to adjust and deal with a variety of situations and people, etc.)
4. Have students talk with people who are employed and find out the reasons why they feel they have advanced or not advanced--and how this effects their attitude toward work.

B. Outcome:

Students will demonstrate through discussion that they understand the importance of advancement in determining one's attitude toward work.

F. Goal:

Students will understand that the work they do effects others and the work others do effects them.

A. Activities:

1. Divide the class in half so you have 2 teams. State a work task or an occupation with which some of the students should be familiar and ask each side to list with magic marker on a large sheet of paper other occupations that are effected by this occupation. They should be able to explain how this is so. For example:

   Movie Director

   Actors and Actresses

Lighting Men

Producers

Soundmen

Movie Projectionists

Make-up Specialists

etc.

Remember to have the students list other occupations that are dependent upon the one stated.

B. Outcome:

The students will demonstrate through the game and discussion that they realize the ways in which jobs are interelated and the importance that each plays.

G. Goal:

Students will be able to identify some personally meaningful and rewarding areas of work.

1. Objective:

Students will have a general understanding of their interests.

A. Activities:

1. Have students list their interests.

2. Give students the What I Like to Do interest inventory. Hand score and allow students to examine and discuss results.

B. Outcome:

The students will demonstrate through listing and discussion that they are aware of their interests.

C. Resourses:

What I Like to Do interest inventory, Scientific Research Associates Inc.

2. Objective:

Students will have a general understanding of their abilities.

A. Activities:

1. Ask students to list their abilities.
2. Give them the following categories and use examples to explain them to the class: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, clerical.
3. Ask students to rank them by numbers 1, 2, 3. "1" meaning I have lots of abilities in this area. "2" -- I have some ability in this area. "3" -- I have little ability in this area. Separate those with the number "1" by them with the assumtion that those seem to be the areas with the highest ability levels for that child.

B. Outcome:

The students will demonstrate by listing that they understand some of their abilities.

3. Objective:

Students will understand those rewards of work which are most important to them.

A. Activities:

1. Rediscuss the rewards one can get from working.
2. Have students rank those rewards in the order of their importance for them and discuss this.

4. Objective:

Students will understand that there are many possibilities in the world of work and choose two occupations that fit their interests, abilities, and goals.

A. Activities:

1. Review Unit II, Occupational Awareness in this booklet.
2. Have students select two occupations in which they have interest, for which they have ability, and in which they will receive their necessary rewards.
3. Ask students to report in some way on these occupations, specifically dealing with why they would be happy working in them.

B. Outcome:

The students will demonstrate an awareness of their interests, abilities, and goals by choosing and discussing two occupations toward which they feel positive.

APPENDIX

THE 15 OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION:

Health	Business & Office
Environmental	Marine Service
Manufacturing	Public Services
Transportation	Personal Services
Communication & Media	Hospitality & Recreation
Construction	Fine Arts & Humanities
Marketing & Distribution	Consumer & Home-Making

Agri-Business & Natural Resources

Definitions

Ability - Power or talent to accomplish certain specified tasks.

Attitude - An individual's evaluation of a given concept.

Awareness - State of being conscious, knowing, informed or cognizant e.g. a student who has career awareness possesses information about the needs, requirements and rewards of certain specified careers.

Career - The total pattern of jobs or activities performed during a person's lifetime.

Decision Making - The process of making up one's mind; selecting; choosing among alternatives.

Job - The specific work a person performs.

Occupation - A person's regular work, business, or means of earning a living.

Occupational clusters - All jobs come under 15 main catagories according to the U.S. Office of Education.

Examples:

Agri-Business and Natural Resources: (farmer, florist, forester, meat packer, etc.)

Business and Office: (stenographer, salesperson, broker, accountant, etc.)

Public Service: (policeman, fireman, civil engineer, politician, etc.)

Transportation (busdriver, taxi driver, air traffic controller, air line hostess, etc.)

OCCUPATIONAL CLUSTERS

from

Bismark, North Dakota

Numbers Refer To
Dictionary of Occupational Titles

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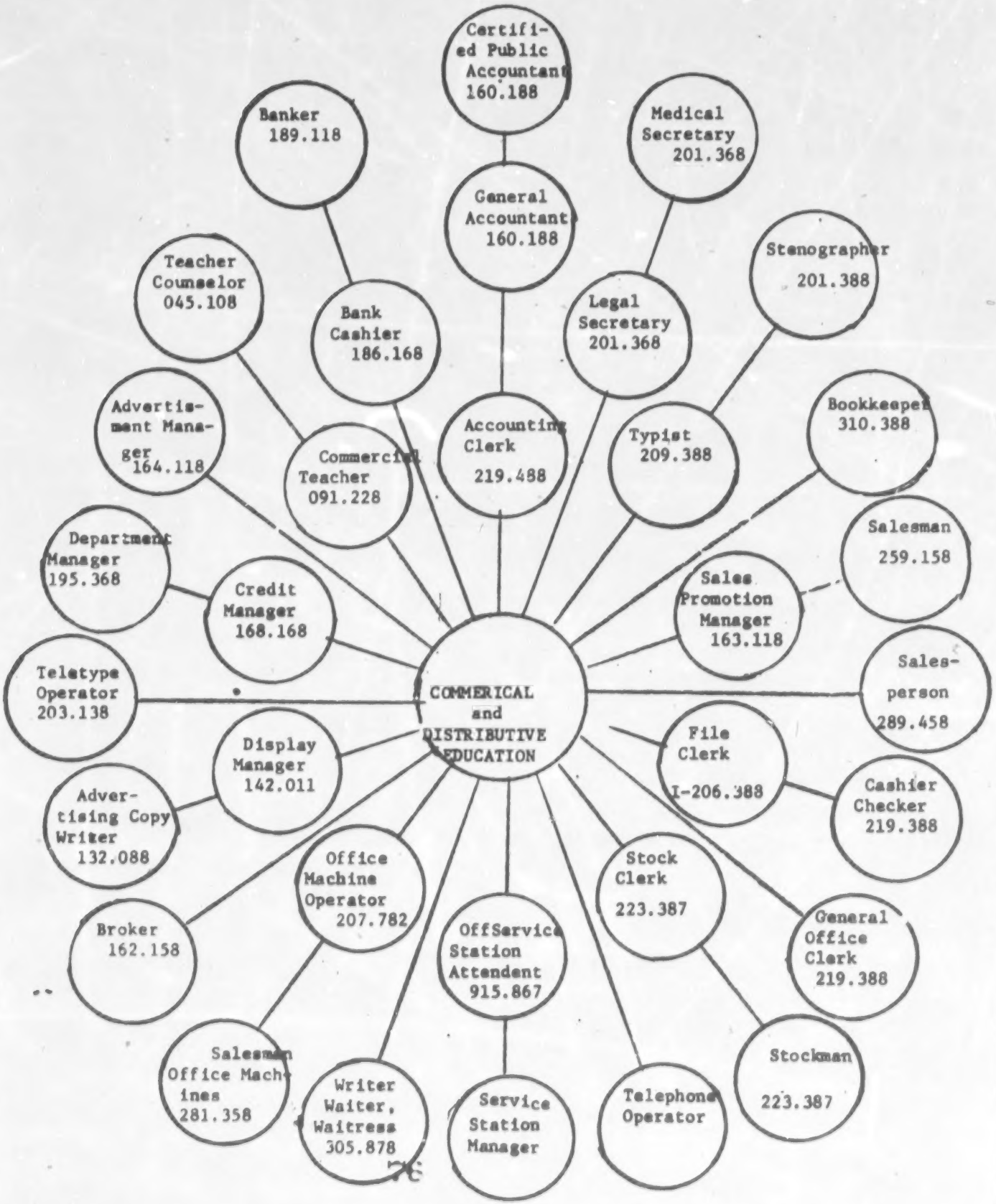
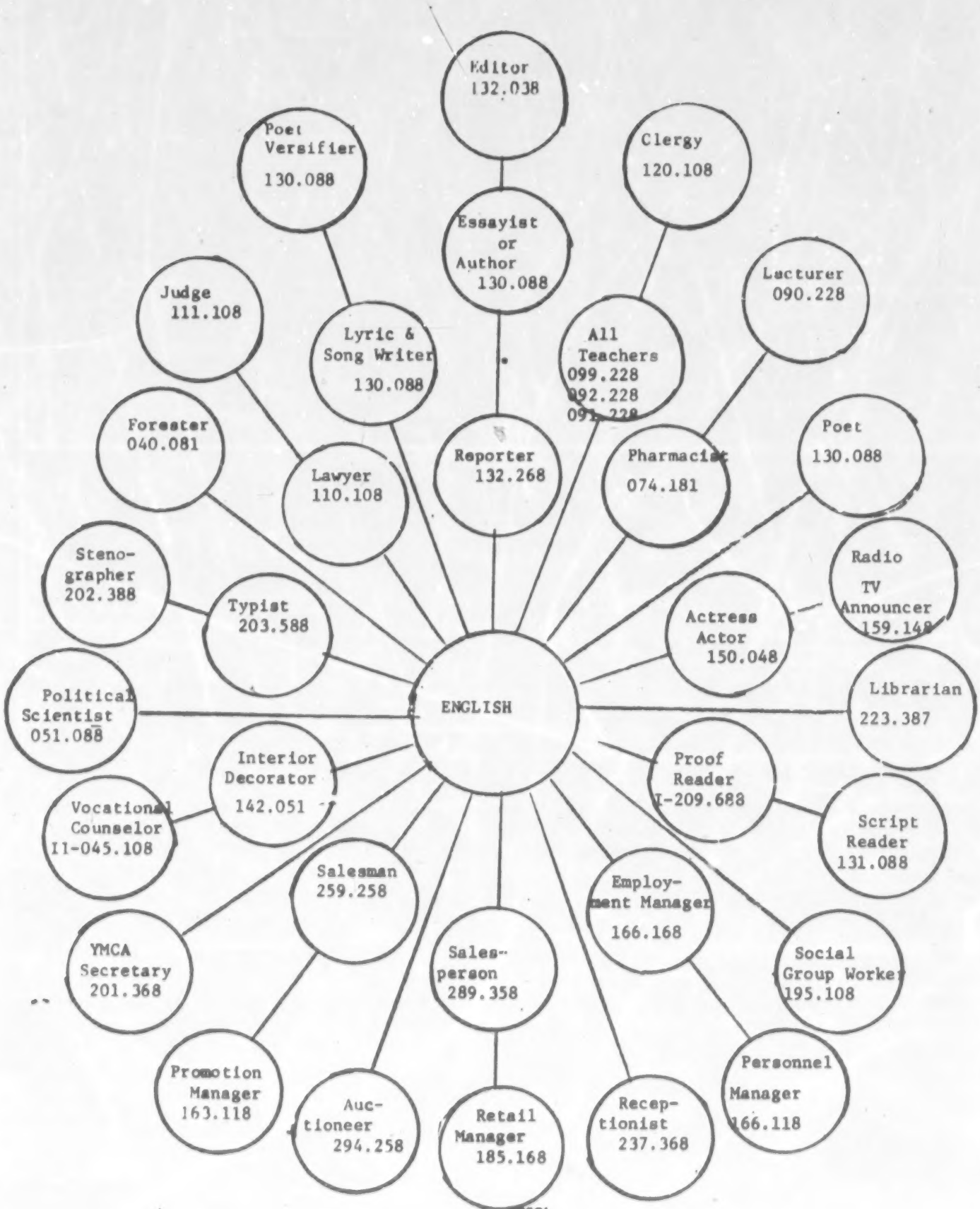
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



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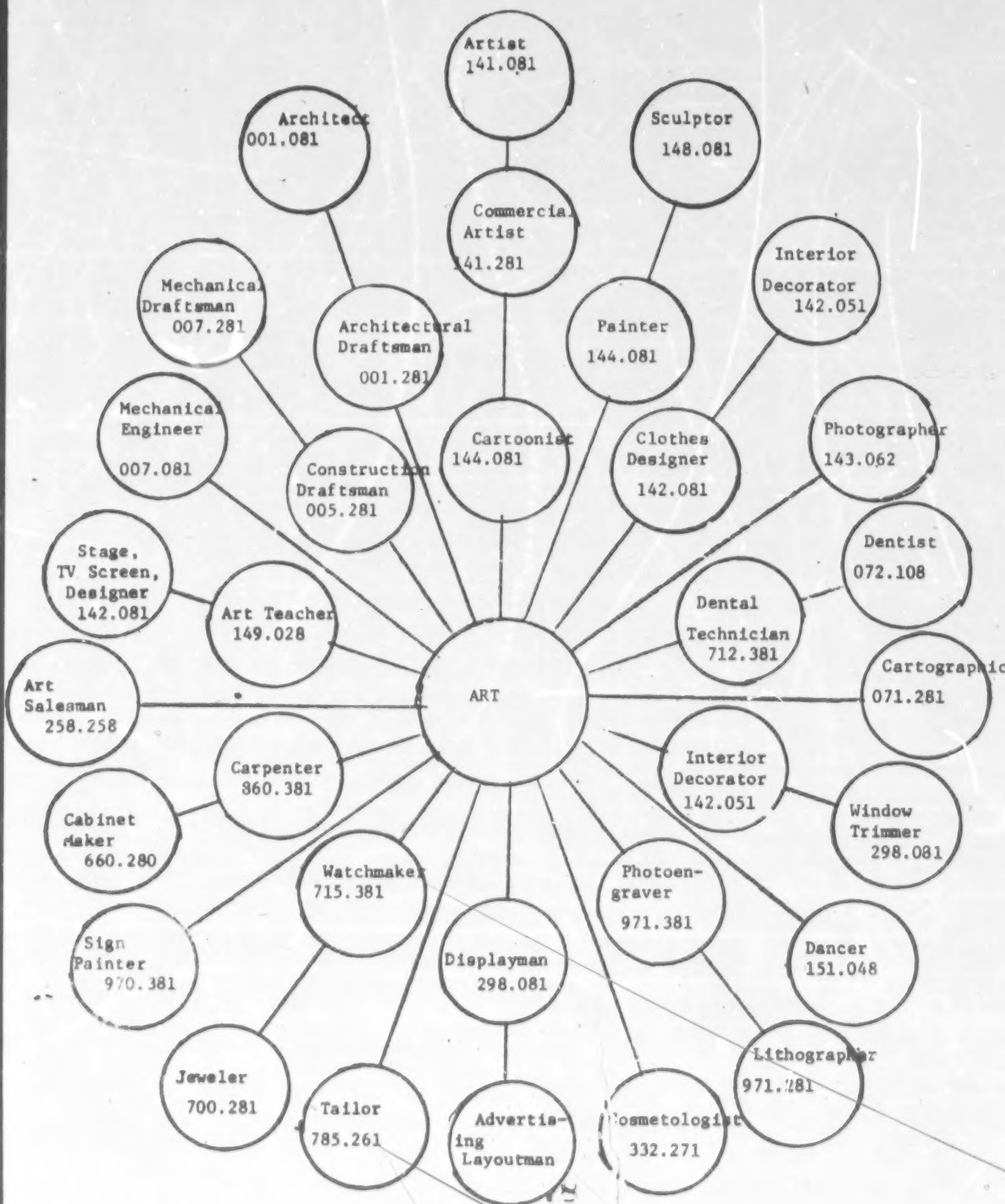

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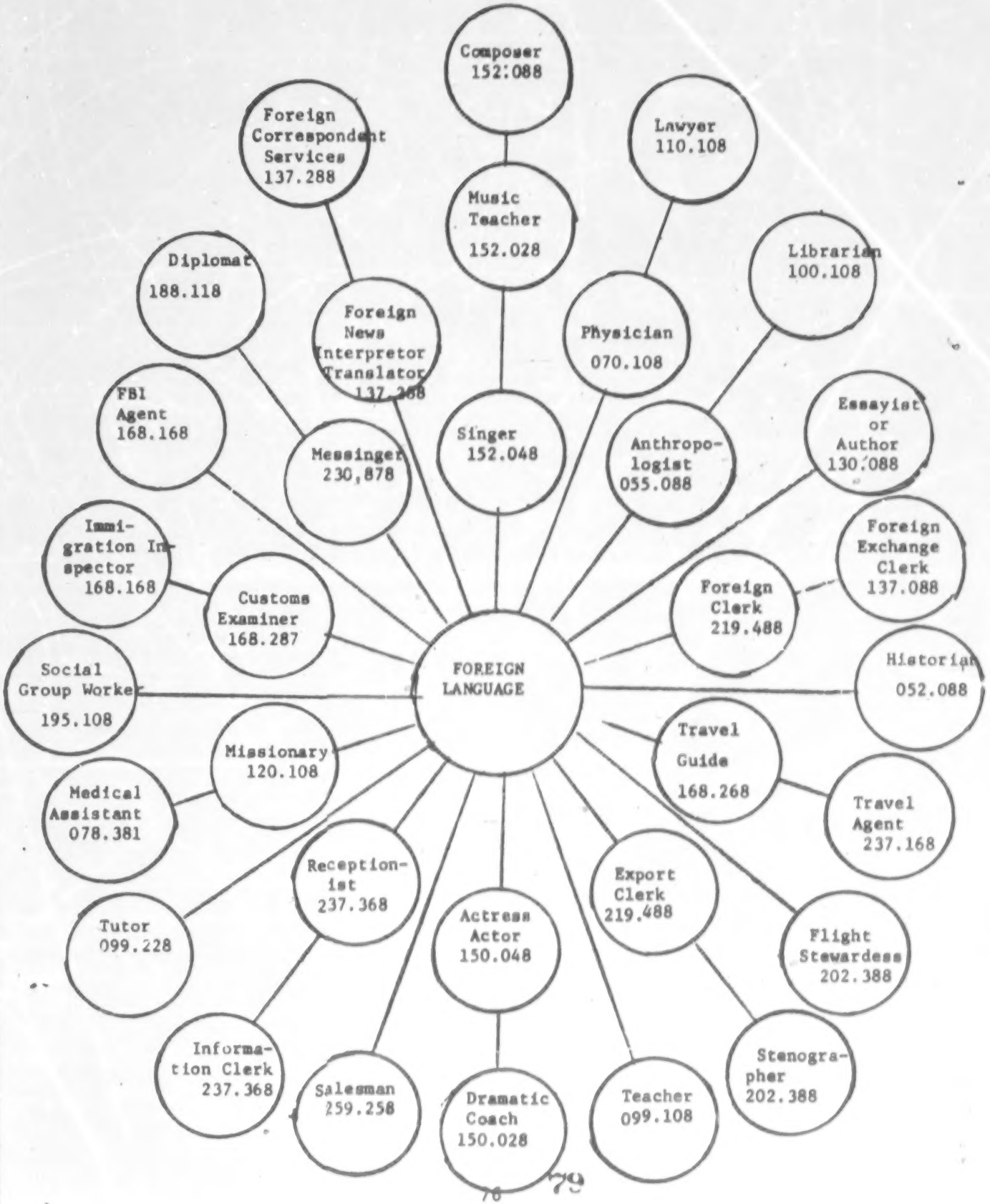

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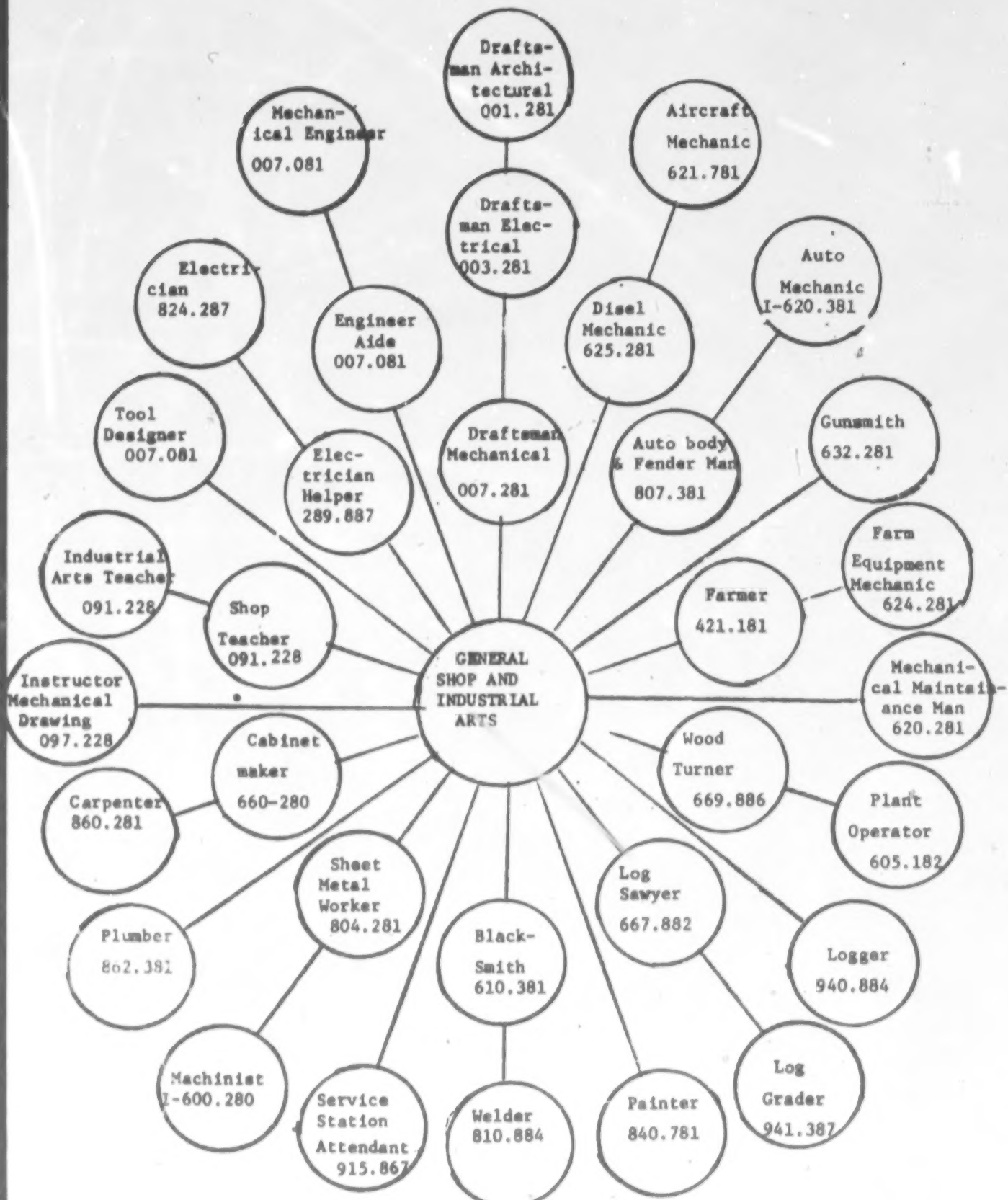
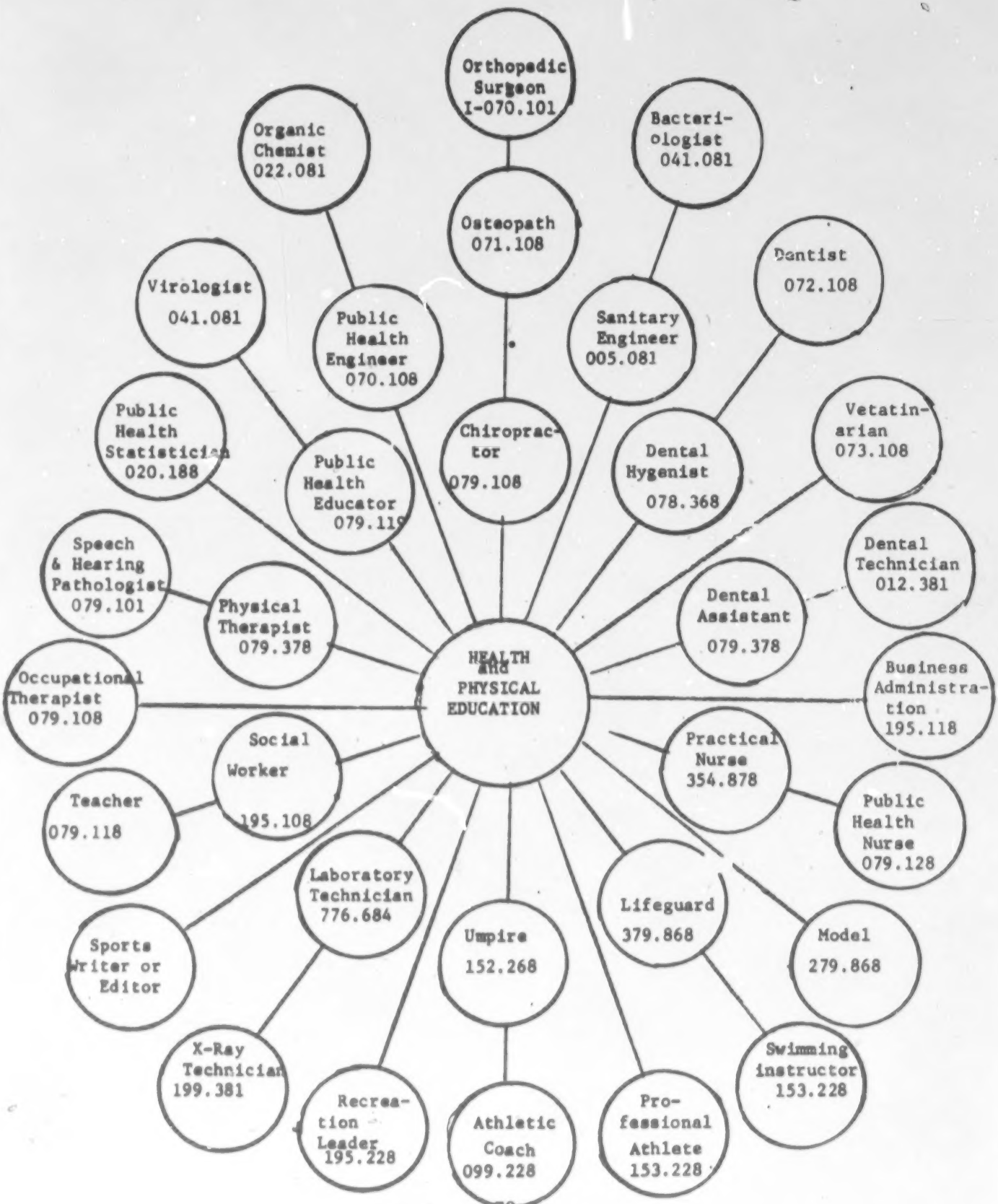


HEALTH AND PHYSICAL EDUCATION



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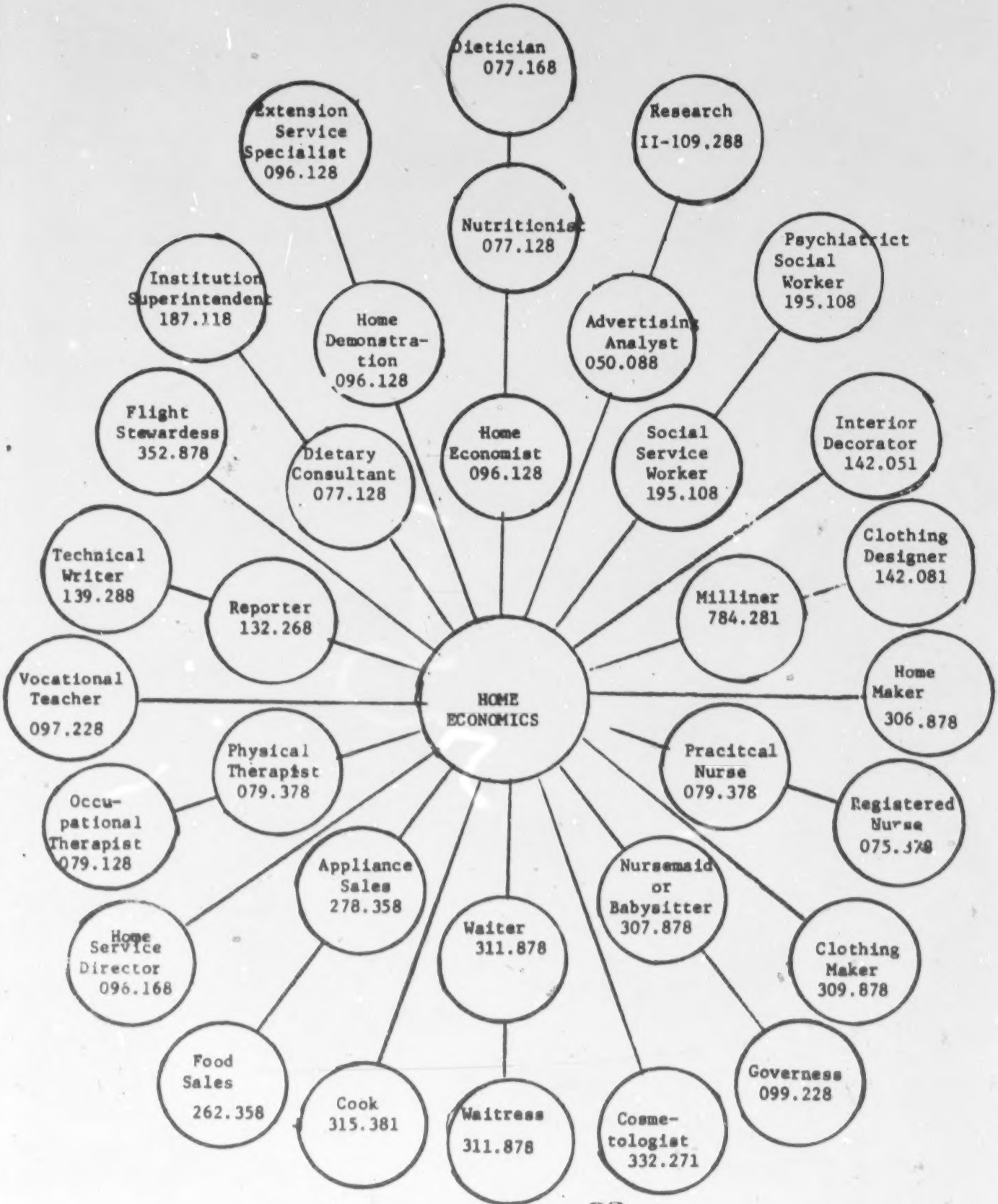

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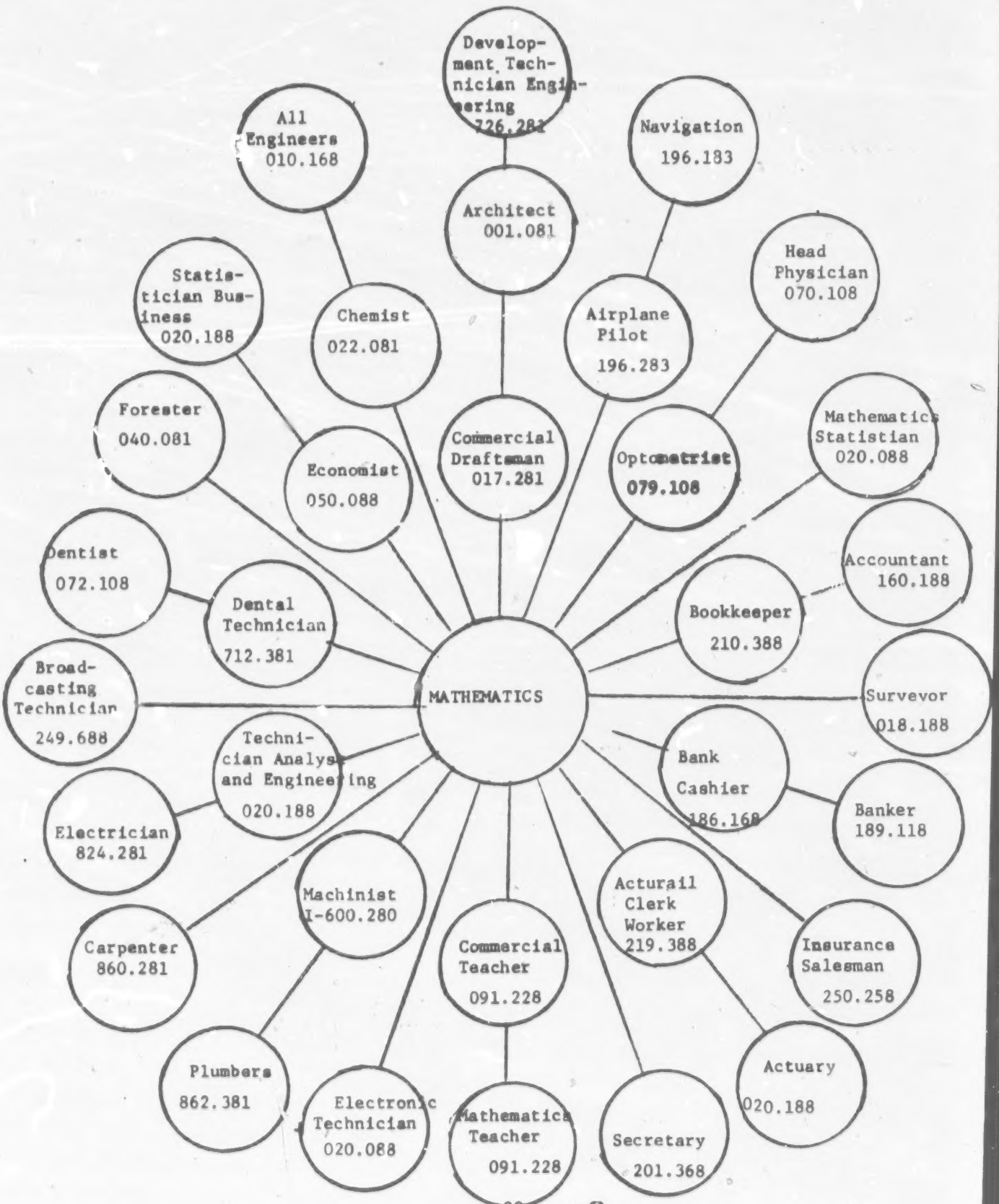

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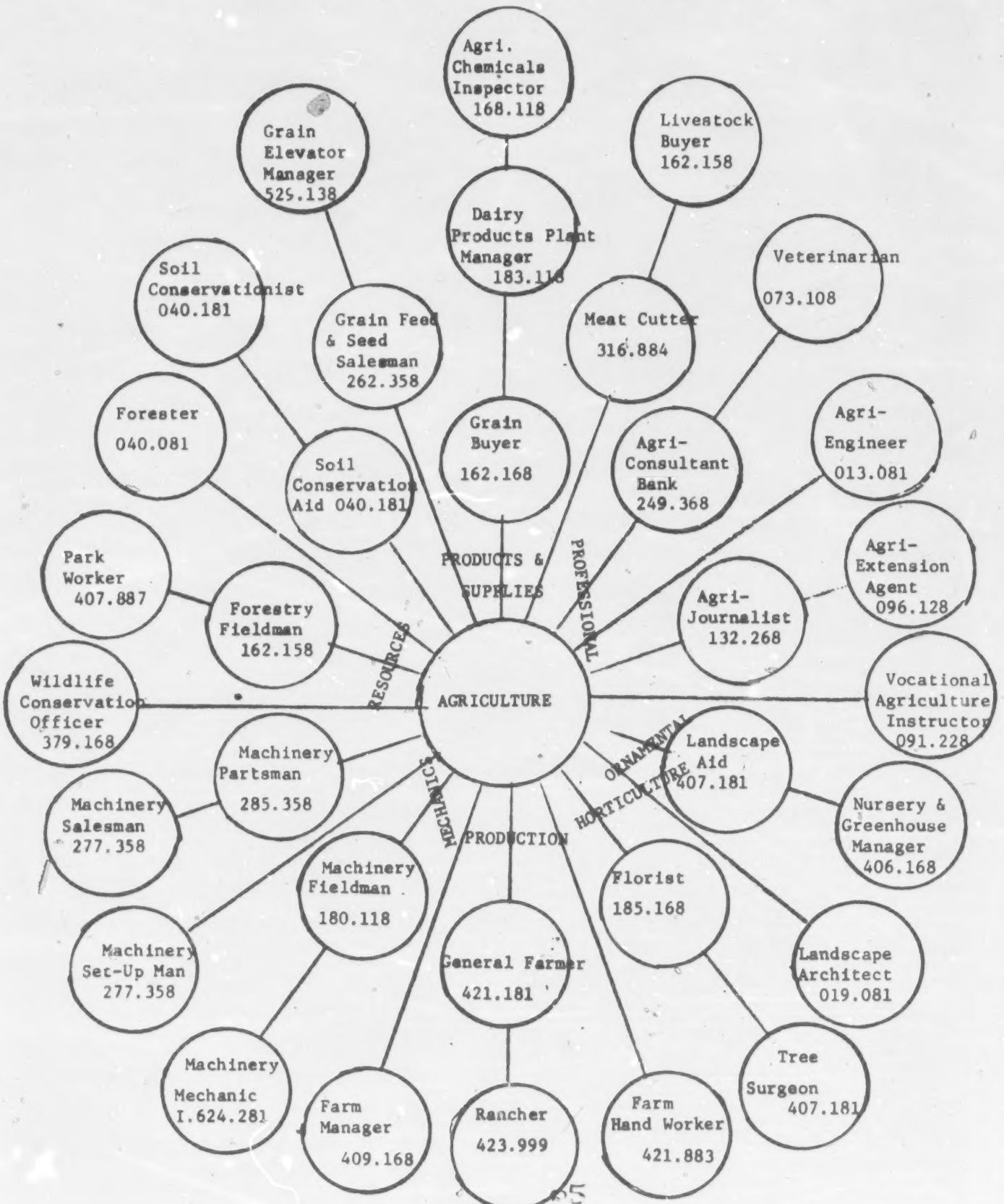
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE



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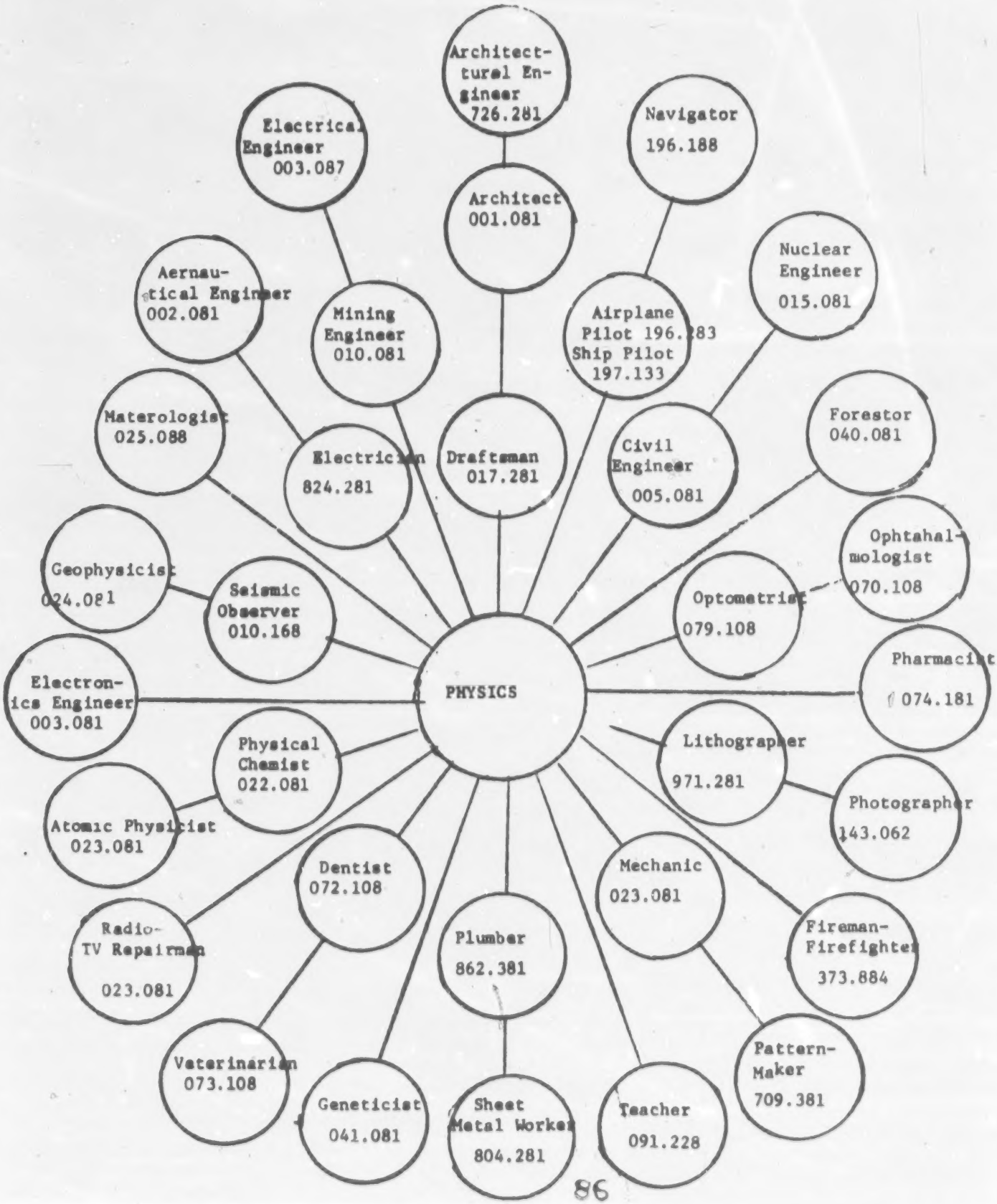

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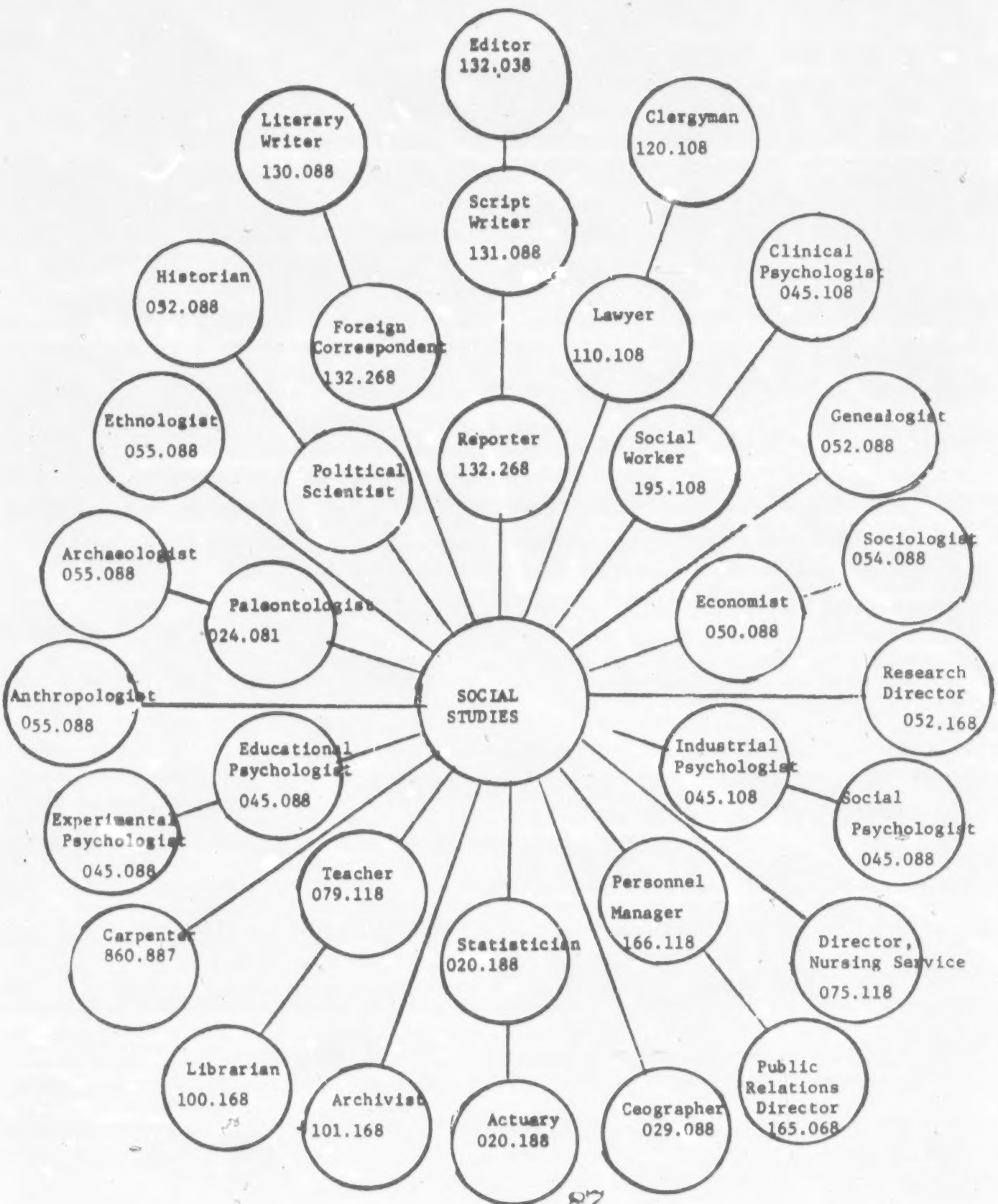

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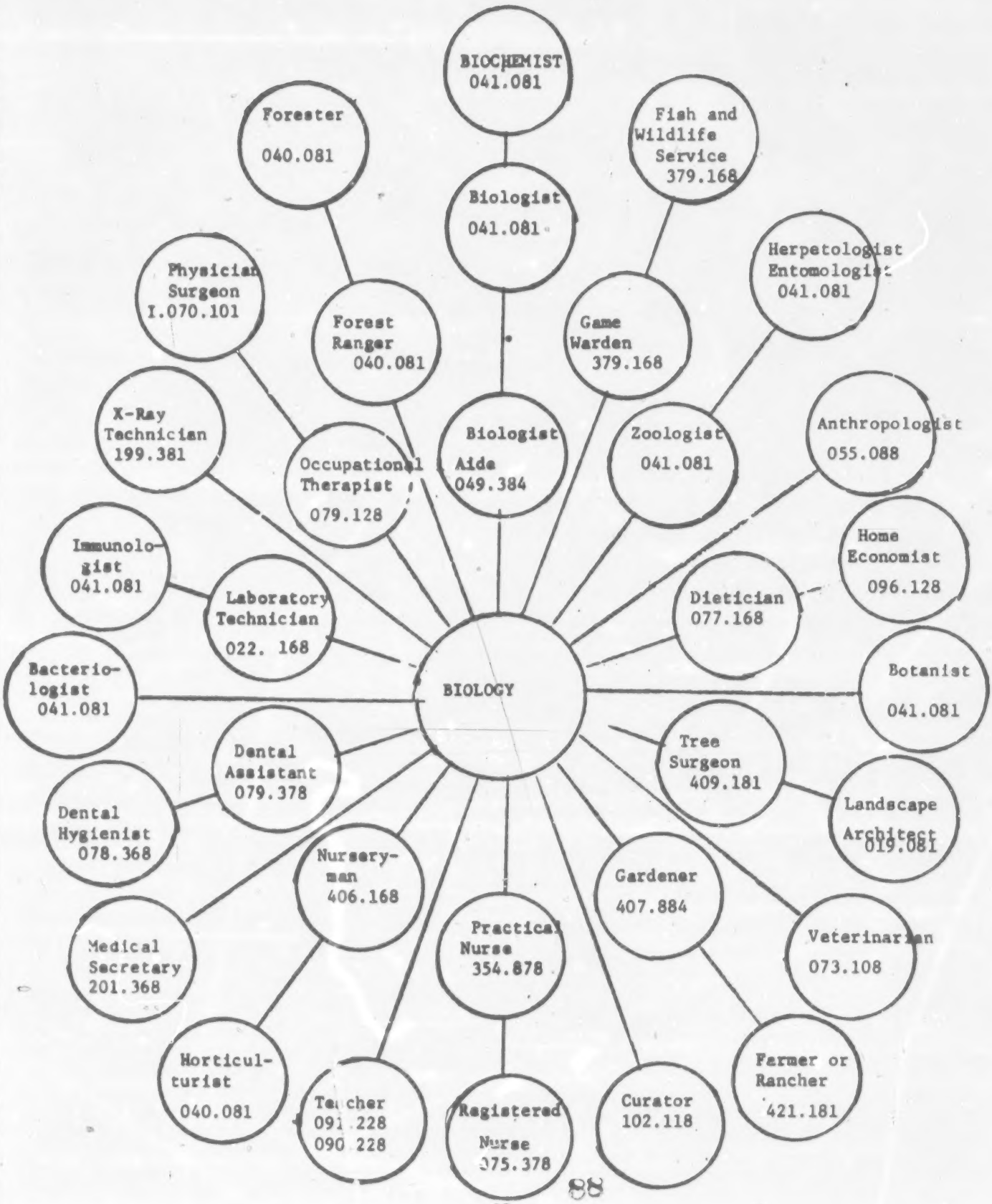

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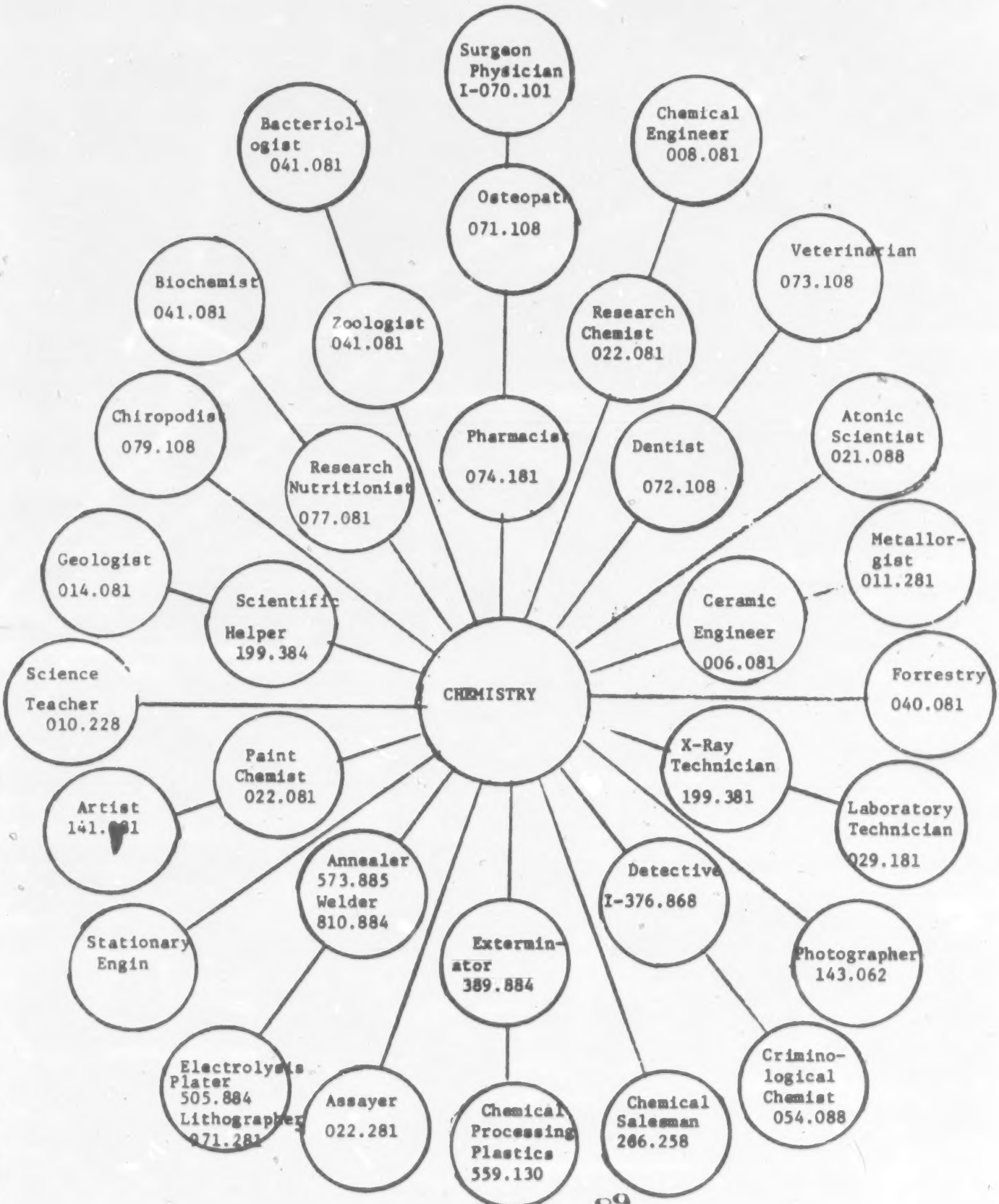
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



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